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EXTENSION SERVICE

REVIEW

U.S. DEPARTMENT OF AGRICULTURE * MARCH/APRIL 1968

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WELCOME
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The Extension Service Review is for Extension educators—in County, State, and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their communities.

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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Secretary of Agriculture

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EXTENSION SERVICE

REVIEW

Official monthly publication of Cooperative Extension Service, U. S. Department of Agriculture and State Land-Grant Colleges and Universities cooperating.

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The cover: Two of Extension's important supporting organizations, the subject of this month's back page article.

The Case for Taking Extension Programs to the People

There it is in the telephone directory—"COOPERATIVE EXTENSION SERVICE." What one sees in that name will depend on his or her background, experiences, and level of sophistication.

Is it a business that repairs electrical extension cords? Is it a division of the telephone company that installs extension telephones? Is it a business that specializes in extension of legal contracts—debts, leases, etc.? Is it a service exclusively for members of "that cooperative store down the street that I pass on my way to work?" Is it a business that sells extenders for photographic chemicals?

Ridiculous? Far-fetched? Yes, but only to those of us among the initiated.

All three words in the name "Cooperative Extension Service" are abstract words. Each person interprets such words in light of his own knowledge and experience.

I'm not suggesting that we change the name. There probably are not three, five, or even ten easily remembered words that adequately describe Extension activities.

Seeking out new audiences becomes increasingly important as our society structure becomes more complex, and as new opportunities for service arise. This is the case for taking Extension programs to the people. I'm sure it is in the minds of those who keep seeking new ways to contact people.—WJW



"My family eats better now," says this Douglas lady, who learned better ways to prepare commodity foods. Spanish-American homemakers need such training because many of the commodity foods are not traditional staples in their diets.

Better Nutrition— Economically

**Arizona Extension
finds low-income homemakers
eager to learn**

by
Clay Napier
Information Specialist
Arizona Extension Service

Mrs. Emilia V. Figuera, a Spanish-American lady living in the U.S.-Mexico border town of Douglas, Arizona, struggled to smile through her troubles.

Her husband worked hard as a farm laborer to support the family until he collapsed on the job and was hospitalized with severe diabetes. Both worry about the future of their children, ages 14, 13, and 11. One of them, a boy, is on the honor roll at school.

"I don't care about myself. I am growing old. But I want the best for my children," said Mrs. Figuera.

The dark-haired, brown-eyed mother is one of some 227 women of the Douglas area who hold a very special feeling for Miss Frances Romanoski, Mrs. Mary Bostick, and Miss June

Gibbs, all with the University of Arizona Cooperative Extension Service.

They organized and conducted a series of educational meetings on nutrition, which, the women say, gave them tremendous help in learning how to get a good buy at the grocery store, how to prepare surplus commodity foods given them by the Welfare Department, and how to set up a balanced diet to insure good health for their families.

Mrs. Bostick was one of nine special workers—five on halftime pay and four volunteers working without pay—who received special training in methods of reaching low-income people with knowledge they can use on nutrition.

The training was intensive and

stressed fundamental knowledge that can be used every day, rather than the theoretical.

For 3 days, 8 hours a day, they studied the actual problems of nutrition in the kitchen and at the supermarket. The best use of commodity foods given to needy families was heavily emphasized. The problems unique to the people to be served were always kept in mind.

The fact that the training was realistically geared to the problems at hand meant that the trainees had to learn how to get the job done with severely limited resources.

No such fancy trappings as professionally-made visual aids were available to them. They learned to "live on the land" and make their own. This had one advantage in that

the visual aids they used were automatically geared to the level at which they were working.

Miss Romanoski skillfully chose the workers within the neighborhoods where they worked. These workers literally spoke the language of the people they served, and the household doors were open to them.

The success in Douglas was one of several. Another of the halftime workers, Mrs. Maggie Osborn, conducted the classes for eight groups of women in Willcox.

Miss Romanoski served as coordinator of the program, setting it in motion, and Mrs. Bostick, who speaks both English and Spanish, did the bulk of the organizational work.

Miss Gibbs assisted with her knowledge of nutrition.

Mrs. Figuera felt the need of the training so deeply that she walked 8 miles to get to a meeting. She said she wanted to do the best she could with what she had.

The first question Mrs. Figuera asked when Mrs. Bostick and Miss Gibbs showed up at her home was, "When will it start again?" In addition to nutrition, she would like to learn all she can about sewing and efficient home management.

She expressed a keen awareness that the more you know about these factors the further you can stretch a dollar.

"What did you use most from the training?" asked Miss Gibbs at one large gathering.

"I used everything," answered Mrs. Claudia Cantria. "I learned how to use the commodity flour, dry milk, and yellow corn meal. Once I fixed it correctly, my family loved it all."

Mrs. Cantria has two children and her husband had been out of work 6 months.

Mrs. Soccono Montano, who has five children, including one in kindergarten, said she found the recipes most useful.

"My family loved the food," said

Mrs. Montano. "I used the corn meal to make bread the way you taught us. My husband appreciated this, too. He said the time taken by the meetings was well spent. I made better meals from the surplus foods.

"After using the powdered milk the way you taught us, my five children couldn't tell the difference between it and fresh milk.

"I also learned a lot about how to get the best food buys and how to get the four basic food groups in the meal for a balanced diet," continued Mrs. Montano. "Mrs. Bostick makes the meetings interesting. I would be interested in forming a permanent Extension Homemakers Club and learning more about homemaking, including child development, sewing, home management, and nutrition."

Mrs. Sylvia Calderon says her five children once were plagued by colds

every winter, "but they haven't had a single cold this year." Mrs. Calderon attributes this to the fact that she learned how to better balance the family diet with available resources.

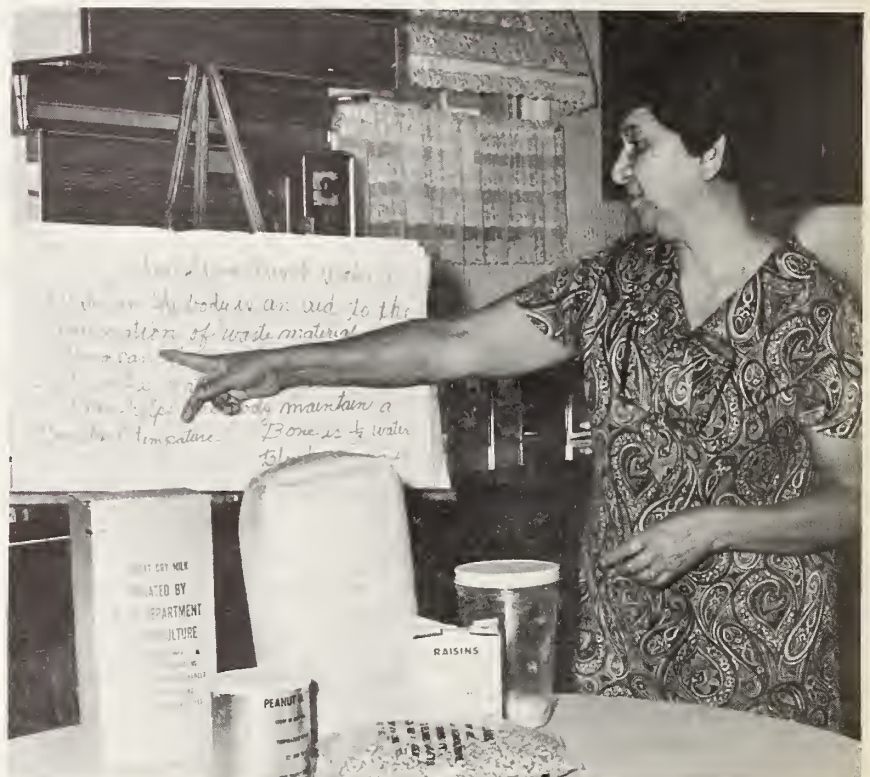
Mrs. Cecelia Robinson commented that she now saves money on shopping trips as a result of what she learned in the classes. She has four children.

Mrs. Bertha Arevals, mother of two, said that learning how to make the master mix, a versatile mix of basic bread ingredients, in itself made the classes worthwhile. This saves her time, and, she says, "My family loves the results."

"I learned the most about vegetables and nutrition," said Mrs. Tonia Reyes. "I was a little surprised to learn about the great food value of vegetables."

The women's husbands heartily approve of their efforts.

As part of her training lessons in the use of commodity foods, Mrs. Mary Bostick introduced the importance of water in the diet, a fact that many of the homemakers had previously overlooked.



The Spanish-speaking women of the Douglas, Arizona, area opened their doors and welcomed Mrs. Mary Bostick, left, because she literally "spoke their language" and understood their problems.

"My husband says, 'It's fine as long as you learn something good for us,'" said Mrs. Frances Ortega. They have four children who benefited from Mrs. Ortega's increased knowledge about vegetables and vitamins.

"My husband likes the work and wants me to learn more," said Mrs. Eva Munoz, mother of five. "We like the meat dish I learned to fix best of all."

The program has influenced the food tastes of many of the Spanish-American people.

Mrs. Frances Garcia, mother of four, said her family didn't care for vegetables and had little concern about vitamins until after she took the training and learned how to make the vegetables more appetizing.

Now, the whole family likes vegetables.

Mrs. Lupita Lopez thought so highly of the program that she took the time to say so in a letter of praise to Dr. George E. Hull, Arizona Extension Service Director.

Due to the close relationships of people on the two sides of the U.S.-Mexico border, including many intermarriages, the educational program on nutrition soon spilled over into Mexico. The same program was staged for the women there.

Here are a few quotes from the ladies of Mexico:

"I liked the lessons very much. I am deeply grateful for the opportunity to learn."

"These were great lessons in economy. I used all of the recipes."



"I especially liked the recipe for biscuits, but I had to use it five times to make enough biscuits to go around to all my family."

"I can't find words to express appreciation for your work and cooperation. This has been beneficial to us all. The only trouble is that the books are in English, and we have to use the dictionary a lot. We could do much better if the books were in Spanish."

Miss Gibbs said at a meeting of the women that efforts would be made to get the books printed in Spanish. The applause shook the roof.

Many of the women observed that direct assistance to people needing help is only temporary. Money and food soon are gone, and more is needed. But what they get in this kind of program—knowledge—cannot be taken away. □

The Extension classes mean better nutrition for the many children of the 277 Douglas homemakers who attended.



PROFIT

From Preconditioning

by
Bill Beasley
Extension Information Specialist
Montana State University

Western Montana's beautiful Bitter Root Valley is a paradox. Isolated between wilderness areas far from markets, it's a paradise without payoff. It's a land with surplus water but lacking irrigation. It's cattle country without big ranches or feed for finishing.

The valley was the first farmed in Montana, initially by "blackrobes" who took an interest in the Indians. Next, gold brought many white people to the Treasure State. In the early 1900's promoters carved up the valley with the promise of "fortunes to be made with 80 acres of fruit."

Today its many problems make it a "county agent's nightmare." Many farms are smaller than the minimum for an economic unit. Within a few feet the land changes from good soil to rocks or gravel.

Streams flood in spring and dry up by midsummer. Loss of a sugar factory at Missoula threatens the big cash crop, sugar beets. Animal disease problems range from redwater (following liver fluke damage) to white muscle disease (traced to selenium shortage).

Temporary designation of Ravalli

County as an underemployment area led to creation of the Bitter Root Valley Resource Conservation and Development project.

Extension took the lead in developing the RC&D project, with the cooperation of other USDA agencies, State agencies, and individuals.

Cattlemen, particularly Bitter Root Valley Stockman's Association leaders, embraced the concept. The first proposal led to a cooperative grazing association which is converting big sagebrush to range, marginal cropland to good pasture, and range test plots into dollars.

The association isn't limited to cattlemen, but most members have cattle. When there was no market for feeder calves, the association got into marketing—primarily of feeder calves shipped by train to Omaha.

Members had studied preconditioning feeder calves and control of cattle grubs (warbles developed in the back from heel fly eggs laid on cattle hair) and of face flies.

When Omaha buyers expressed interest in preconditioning to get animals ready to take off on feed, the ranchers wanted answers.

It was logical to go to Charles Yarbrow, RC&D-assigned county agent, and Dave Dickens, Ravalli County Extension agent who also worked with RC&D. They contacted Dr. Donald Scharff, Experiment Station toxicologist and Montana State University zoology professor.

Scharff had answers on what and how, including costs. The county agents started talking to groups and individuals. They used films and all other available teaching aids to explain grub cycles, types of control, when to apply systemics, possible effects, and cost comparison between treatment and non-treatment.

Ranchers were impressed. Not treating for grubs can cost up to \$25 per animal. Many were treating for grubs, but the county agent said, "It took a lot of selling during a really busy June." They found that facts stockmen "could chew on" did the job.

Association president Earl Reynolds met with a major chemical company representative who promised to supply enough chemicals to treat the cattle for fall shipments, plus more at a special price.



The Bitter Root Valley Stockmans Association learned that it pays to advertise as well as to produce a better product. This sign on a special feeder train to Omaha was moved into the sales ring as a reminder that certificates backed the fully preconditioned feeder calves and yearlings.

The company provided the systemic for some 3,700 calves and yearlings. Dr. Scharff did all the application. The company also gave red carpet treatment to "drovers" and agricultural press members accompanying a November trainload of 64 cars of Bitter Root feeders to Omaha.

The company will follow the animals into packing plants to learn benefits of grub control and preconditioning. It has promised even more cooperation in the preconditioning program.

The program was set up largely by the association, working with local veterinarians and "using a lot of common sense." Some steps were "automatic" with the more than 60 members who shipped cattle last year, and with all valley growers.

All castrated, dehorned, and treated for rednose routinely, and virtually all treated for leptospirosis. Most treated calves for malignant edema and blackleg, and many gave bovine virus diarrhea shots.

Less common were respiratory disease or "shipping fever" complex shots which may pay off best for the buyers.

New to most shippers was the idea of weaning at least 2 weeks before

shipment. And some frankly doubted they could expect bonus or premium prices to offset preconditioning costs and work.

Every head shipped carried a yellow tag in its ear and was accompanied by a certificate signed by Reynolds and Dr. Scharff guaranteeing full preconditioning as advertised.

Promotion was effective. One cattleman selling the same day put yellow tags in ears of his calves the night before the sale. Others told prospective buyers the Bitter Root cattle had no treatment theirs didn't have.

Extension handled most of the publicity on preconditioning, with the association and the chemical company getting results in Omaha. It paid off.

The Bitter Root trains included most breeds and crosses in bunches as small as 10, and even included Brahma roping steers. They outsold reputation herd cattle in large bunches from several States, although the Nov. 3 sale hit a sagging market.

Cattle from herds with known reputations might have been expected to sell for \$1 per hundredweight more than the Bitter Root cattle. With the guaranteed preconditioning, however,

Bitter Root cattle outsold these other herds by 35 cents per hundredweight for calves and \$1.20 per hundredweight for steers and yearlings.

County agent efforts to stimulate local sales of fully preconditioned calves and yearlings were not successful, indicating a need to sell buyers and growers alike on value of preconditioning.

As a result of the Omaha offering, however, Bitter Root cattlemen sold three carloads direct to midwest feeders on a "sight unseen" basis and are dickering on additional sales.

Color films showing grubs in hides and cyst damage in carcasses of bulls crippled by grubs, backed by sound figures and a lot of talks, were credited by Reynolds with selling the preconditioning idea to ranchers. Grubs nationally cost stockmen up to \$3.5 million annually.

Although packers can lose \$5 to \$25 in carcass and hide damage—five grub holes can knock \$1 off today's hide prices—the big loss may be in weaning weights. Up to 2½ pounds of milk production lost daily can mean a lot less calf over a 205-day suckling period.

At least 8,000 head of cattle (Ravalli County has 27,000 beef brood cows on tax rolls) were treated with systemic for grubs.

The Extension agents and the association are continuing work on plans for a valley-wide grub control program.

The valley, isolating cattle from livestock in other areas except at the mouth of the Bitter Root River, offers an ideal pilot control program situation. It would require 100 percent participation, but would provide face fly and lice control as a bonus.

It is as difficult to guess what Montana will do with preconditioning in future years as to try to put an accurate price tag on what it costs. Reynolds says most of the association members, and some other cattlemen, are convinced it doesn't cost—it pays. □

YOUTH HELPING YOUTH—

Extension-Employment Service student-staffed project locates summer jobs

One of Extension's main concerns is the problems of youth as they face the future. Authorities estimate 2 million young people need jobs—but won't get them without special help.

So the Extension Service, University of Vermont, in St. Johnsbury coupled its concern last summer with the Vermont State Employment Service's already existing Summer Opportunities for Students (SOS) program.

Cooperatively, they set up a pilot project under a Federal grant to test the feasibility of using students to help find jobs for other students. Thus the SOS motto, "Youth Helping Youth" was born.

Set up as a summer program, SOS got under full swing long before summer. Eighteen volunteer students representing six predominantly rural area schools and many towns were recommended by their schools to serve as program officers.

A training conference taught them

the skills and techniques necessary to perform their duties. The program included general background, interviewing students, job development and solicitation, order-taking procedure, and information on labor and civil rights laws.

The program officers interviewed and registered students looking for summer employment. They also can-

vassed prospective employers in the rural areas and reported job opportunities to the St. Johnsbury office of the Vermont Employment Service.

Extension played a wide and varied role. Lindsay Townsend, county Extension youth agent, developed the proposal for the youth-staffed project. He assisted in the field work, recruiting the 18 program officers, and pro-

by

Patricia McFadden
Editorial Assistant
Agricultural Information Office
University of Vermont

Phone calls and personal interviews were used by SOS student program leaders to register students and take job orders.





SOS program leaders display posters to interest the public in offering summer jobs to students.

viding training required by them to register students and develop job listings in their respective communities. Townsend also worked with the manager of the Employment Service interviewing, hiring, and training the two girls who served as full-time program leaders during the summer months.

The Employment Office served as the central headquarters and provided the physical facilities—office space, telephone service, and records. The program leaders worked under the supervision and guidance of the office manager.

“Our service consisted of taking applications, interviewing students, accepting orders from employers, selecting and referring students to job openings, and making follow-up visits after placement,” one of the leaders explained.

To interest students in the program, they prepared hand-outs such as “Hints on Landing a Job,” and “Money-making Ideas.” Interviews were followed with letters and phone

calls to see if students still wanted employment, or if job referrals had resulted in employment.

They also appeared on radio and wrote feature articles for the local paper explaining the program and its progress to interest more young people in registering and to interest the public in offering short-term or full summer employment to students.

Currently the final report is being studied by various divisions of the U.S. Department of Labor to determine if this program could become a model for similar programs in other parts of the Nation.

Statistically speaking, many more students and employers benefited under this pilot project than in the SOS program of previous years, staffed by adult volunteers. The program leaders developed a file of 187 jobs, a 70 percent increase over the previous year.

They received employment applications from 408 students and made placements for 154, an increase of 120 percent over 1966. A follow-up study

showed that most of the other registered students found jobs on their own.

But statistical success cannot begin to indicate the more far-reaching benefits to young people and employers. Employer acceptance of young workers showed a noticeable increase.

“The employers were impressed with the two program leaders who followed up each referral to make certain the employer was satisfied with the youth he had hired,” the Extension agent reported. “The overall program showed the community in no uncertain terms that area youth were doing something to help themselves.”

The SOS pilot project offered individual youth increased service and a wider choice of jobs and placement. Reported one of the program leaders after a follow-up visit:

“The boys agreed they probably wouldn’t have heard of the job if they hadn’t been registered with SOS.”

Perhaps even more important, the overall program made individual youth more conscious of the basic requirements set by employers, and of the basic attitudes and aptitudes necessary to compete in the labor market.

“If there is such a thing as a youthful mistrust of adults, or a generation gap, it is effectively overcome by a youth placement program staffed by youth,” Townsend concluded. “There was not a single incident of young people feeling slighted by being handled by other young people.

“When a 17-year-old program leader told a 17-year-old applicant, ‘When the employer said he wanted a really good man, I thought of you,’ the applicant went out to the job with a do-or-die motivation.”

But every day is not rosy, even for the program leaders, as evidenced by the following entry in their anecdotal records:

“I brought one job order to work with me. Dad wants someone to mow his lawn. Now he’s making me unemployed!” □

Oregon counties use long-range planning to

Meet the Future Head On

by
W. J. Whorton
and
Ted Sidor*

The past is the future that has already been used. The present is the residue of a "used future" and indicates how well we used our opportunities. It's too late to alter either the present or past, but we can use them as a platform to face the future as it roars by.

The future frightens some people because of its uncertainties. But the future needn't be uncertain. There are only a few things that are inevitable. All the others can be harnessed to increase the certainty of the future.

Comprehensive, long-range planning harnesses those things that are not inevitable. And that's what is going on in Oregon now.

Five counties have already completed long-range plans and are taking

action to implement them. Others are planning or implementing long-range programs now. All 36 counties will have completed long-range plans by 1970.

Not all counties will use the same structure for the planning. And there's good reason for diversity. Both needs and resources vary from county to county. But you can rest assured all planning will be long-range, comprehensive, and open-ended. Open-ended plans provide an incentive for reviewing, re-evaluating, strengthening, and extending established plans even farther into the future.

Linn County is one of the five that has completed the initial planning. It provides a good example of the mechanism required, and of the breadth and depth of analysis embodied in long-range planning as it is practiced in Oregon.

Planning isn't new in Linn County.

But the 1967 planning is different from that which was done in 1936, 1946, and 1956. The 1967 planning deals with the county's rural and urban problems and resources as a package. Plans developed earlier dealt wholly with those problems and resources affecting the rural areas.

Why the shift in planning scope? Differences in needs and resources of rural and urban people are becoming fewer and fewer. The welfare of each is increasingly dependent on the other, and the differences that still exist between rural and urban are less well defined than in the past.

The Cooperative Extension agents and the Linn County Cooperative Extension Advisory Committee took the lead on long-range planning. They organized a 14-member overall planning committee. Committee members represented the interests of all people in the county, who are divided about half and half between rural and urban.

Whorton, Editor, Extension Service Review; Sidor, Resource Development Specialist, Oregon State University.

The committee listed the areas that needed study and attention for the long-range plan. Once they were listed, problems and needs of related areas were grouped together. Out of this process came seven groups—family life, youth, community development, natural resources, industrial development, agricultural production, and agricultural marketing.

Committees were appointed to study each group of problems and needs, add overlooked items, list opportunities for improvement, and make recommendations to the overall planning committee. The 126 people serving on these committees again represented the rural and urban interests, government agencies at all levels serving Linn County, and civic groups.

Meaningful progress and development depend on sound planning. They also depend on broad public support, and the committee did not overlook this aspect of the effort.

Public support depends on understanding—understanding both the “what” and the “why”. The committee relied on strong media support to keep the public informed during the embryonic stages of the planning. But more was needed, so a public forum was held January 17, 1967. Authorities on each of the seven major areas of concern explained the what, who, how, and why.

At this point all committees went to work on their individual assignments. They involved hundreds of additional people on subcommittees to handle specific items. They called on government agencies and Oregon State University in gathering and interpreting facts. Many individuals volunteered special talent and services to strengthen the total effort. Few people escaped making a contribution, however small.

The planning went on at a breathtaking and often excruciating pace.

The reports were completed, presented, and explained at a second public forum March 30, 1967, just 72 days after the committees explained what was going to be done.

The 48-page report issued by the overall committee is ample evidence of the tremendous effort put into the project. It contains more than 200 specific recommendations on more than 40 items deemed to be worthy of consideration.

The final plan was arrived at through the democratic process in its finest tradition. Everyone had an opportunity to be heard. All the arguments and interests were brought into the open and each was weighed against all the others. Many apparent but superficial conflicts were resolved, and recommendations were finally placed in the overall hierarchy of priorities.

Mass media were used extensively, and many meetings were held to make sure the people understood the relationships between the various recommendations and understood the priorities. In addition, when the committee report was completed, it was given wide distribution throughout the county and State.

The long-range plan was not the end but the means. The end was to get action, and the committee decided to strike while the iron was hot. The same day it accepted the report, it authorized the steering committee to begin implementation of the plan.

Even as the report was being printed, the committee was able to state, “Where recommendations have been specific and have been directed to a definite agency, committees have already been appointed and are working.”

It will be some years before the full extent to which the long-range plan was implemented can be determined. The committee members are sure it will be substantial, because the people are enthusiastic and determined.

And their future is more certain—**THEY PLANNED IT.** □

Public meetings help determine the course of action in Linn County. Here a local dairyman, chairman of the Long Range Planning Conference, leads one of a series of six meetings on zoning for exclusive agricultural use.



4-H CAN Reach More Youth

Operation Expansion reports
from 21 counties
show how

by
V. Joseph McAuliffe
Associate State 4-H Leader
University of Minnesota
(former 4-H program leader, FES)

"Why expand?" "Is it possible to have more 4-H members?" These were the questions in 1965.

"4-H is big enough now!" people said. "I can't handle any more program." "We will lose our quality if we get any larger."

Now we have some documented experiences and startling facts. Extension agents and local people in 21 different counties of six States have shown how 4-H can reach more youth with a quality program.

In addition to these counties with 2 years of experience, 12 other States (all the Southern States and California) have been engaged in Operation Expansion during 1967.

4-H Can Serve More Youth

In 1965, five of the 21 counties had fewer than 400 enrolled 4-H members, and five counties had 1,000 or more members. (One had over 2,000.) By the end of 1967 there were no counties under 400 enrollment and only two counties under 500.

On the other end, 10 counties had more than 1,000 4-H'ers and three had over 2,000. The average enroll-

ment in all 21 counties in 1965 was 806. This increased to 1,045 in 1966 and 1,190 in 1967.

One way to measure efficiency is to relate the number of 4-H members to the days of professional staff time recorded for 4-H in a county. A standard 240 days equals one agent-year. The last U.S. average for all counties (1964) showed 527 members in 4-H for each agent-year of time. For the 21 Operation Expansion counties:

Year	Members per Agent Year
1965	445
1966	576
1967	766

Two of the Operation Expansion counties in 1965 recorded less than 200 4-H members for each year of county agent time. In 1967 there were no counties in this low category.

In 1965, only one county had as many as 900-999 members per agent-year, and none had 1,000. Last year three counties were in the 900-999 category and six counties reached 1,000 or more 4-H'ers with each agent-year.

Does the Youth Potential Make a Difference?

Some of the 21 counties reach 2 percent or less of the 9- to 19-year-olds in the county. Others reach more than 40 percent of the potential audience. Eleven counties have a potential of 10,000 or more youth ages 9-19, while 10 counties have less than 10,000 youth in that age group.

In the high potential group, three counties gained less than 100 members or actually lost membership in the 2-year period 1965-67, while two counties gained more than 1,000 members.

In the group of counties with less than 10,000 potential, there were also three counties that lost membership or gained less than 100 and two counties enrolling 1,000 or more additional members.

When these same groupings are compared on number of members reached per agent-year of time, it appears that the smaller potential counties gain members more efficiently immediately, then level off. The higher potential counties have higher agent-time input for members reached the first year, but gain members in relation to agent time rapidly. They are actually ahead of the smaller potential group by the end of the second year.

One could speculate that smaller rural counties can gain additional 4-H members without proportionate additional county agent time input. Larger urban counties, on the other hand, have to expend proportionately more staff time for new 4-H members in their initial efforts to expand, but

A 4-H volunteer leader helps with one of the many Special Interest Group meetings held last summer in Vance County, N.C. This Operation Expansion effort reached more than 210 youth who had not been in 4-H before.

by the end of 2 years reach youth even more efficiently than the rural counties.

Many other interesting statistics could be cited in relation to volunteer leadership, junior leaders, program aides, etc. But let's make a few statements on actual programs.

A Growing Program and Higher Quality

The following is quoted from a county agent's report:

"At the conclusion of our Market Show, I had the opportunity to reflect back to February 1966, when I attended the Operation Expansion Conference in Washington, D.C. Agents commented that with the expanding of 4-H, each county would surely lose its quality of workmanship.

"With our county increasing its enrollment about 300 in 1966 and 1967, with the results of 4-H exhibitors at county and State fairs and the 4-H Market Show, and with the number

of national winners, I cannot help but look back and feel that there is really no basis for this kind of concern. Quality in our county certainly has taken care of itself in respect to expanding the 4-H program."

A scientific survey of youth in grades four to eight in the three Operation Expansion counties in one State shows that 5 percent of the boys and 10 percent of the girls now belong to 4-H. Over 30 percent of the boys and 35 percent of the girls are interested in belonging.

A large percentage of the parents are willing to assume adult responsibilities beyond providing transportation. In program after program it was found that adults could and would assist with 4-H. Often, it was a matter of defining some specific jobs to be done, then organizing the community to find people to do these jobs.

Each county had its own pattern of organizing 4-H. As new and different methods were added, new boys and girls were reached. The more ways

4-H is available, the more youth will become members. Community 4-H Clubs, project 4-H clubs, short-term intensive 4-H groups, summer 4-H Clubs, year round 4-H Clubs, TV 4-H—all contribute to expansion.

Actually, in the 21 counties, only one county in the second year had television as an important part of the program. This particular method will undoubtedly have a significant effect in future years.

Disadvantaged Youth Will Join

Many of the programs successfully demonstrated that youth from low-income families, whether Negro, Indian, Spanish-American, or Caucasian, would become 4-H'ers. When the specific audience to be reached was identified and the 4-H program was packaged in a manner acceptable to the individual, boys and girls enrolled. The appeal to youth must be on the action in 4-H—the program—not simply on the appeal of the name 4-H.

The name 4-H apparently did not repel boys and girls, but the actual program—learning some skill or information—was what attracted young people.

Staff Must Be Together and Know the Job

Another important insight came from this experience—the fact that the entire county Extension staff, county Extension polling boards, and Extension supervisors must all agree on the ways of solving the problem.

The total agent staff must agree on the tasks to be performed in reaching more boys and girls and assign specific tasks to specific persons. The supervisor and State Extension leaders can then provide needed material and moral support.

If the Extension Service is to continue to be a significant factor on the educational scene, we must reach and influence a substantial portion of the potential audience. 4-H Operation Expansion has demonstrated and documented a few of the ways we can become both more efficient and more effective. □



by
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The 'How' of Extension

translating
knowledge
into
action programs

Students from developing countries who come to American universities to study home economics know the "why" of Extension work. Through course work they learn the "what."

It was the "how" of Extension programs which was the province of a 6-week seminar-workshop last summer at Ohio University, Athens, Ohio.

Attending the workshop were one Brazilian and 13 Nigerian college students, 11 of whom expect to become home Extension agents. Two others will teach at the Samaru School of Agriculture in Northern Nigeria.

Studying in the United States under USDA and USAID programs, the women received five semester hours of credit for their summer work. They returned to regular scholastic programs this fall at universities across the Nation.

During the summer, the students concentrated on how to translate academic and scientific knowledge into action programs for village women.

The students developed a practical approach to Extension work as they identified and analyzed problems which they expect to face in the rural areas of their home countries.

They compared their appraisals of the problems with their two instructors, Extension agent Thelma Huber and Dr. Vivian Roberts, Ohio University home economist. Both were personally acquainted with the kinds of conditions the students would face.

Miss Huber had spent the past 6 years as an Extension agent in Iran and Vietnam. Before that, she had a 26-year career in home economics Extension work in the United States. She was Utah State Supervisor of



A child's play pen, hand-crafted by this Brazilian student, is explained as a clean play area for toddlers. Common practice in villages is to let children crawl on floors or in yards shared with livestock and chickens.

home demonstration work for 17 years.

Dr. Roberts has directed four previous home improvement workshops at Ohio University. She advises the international students in home economics degree programs at the University. Last spring she toured four African countries to see how workshop and home economics training was being used in Extension work.



These two Nigerian students use puppets to explain why village women should use a clothesline rather than hanging their wash on bushes, which results in stains and tears.

With the help of these women, the students defined areas in which they could effectively work. Each chose a problem of particular concern to her, then found a feasible solution and planned a program for demonstrating it to village women.

For research the students had access to the University's extensive home improvement library and an African house built on the campus as a model for improved clay block homes. The house, of cement block with a tin roof, is the laboratory for the home improvement workshops. It had been furnished by earlier students who had learned how to make mattresses, clothes chests, a clay cooking stove, and a cement sink complete with a drain.

Mindful of the limited resources in villages, both material and financial, the workshop students sought simple solutions which a typical village woman could manage.

Visual teaching methods, tried and proven effective in Extension work in America, were redressed and simplified for villagers who could not read.

Using flip charts, posters, slides, and puppets, the girls developed demonstration methods for presenting solutions to basic problems—ones of

sanitation, family health, and household storage of food and clothing.

The workshop experience didn't stop at the report stage. Playing the role of an Extension worker in a village, each student presented a complete rehearsal of a demonstration program, just as it would be given in a village.

The other students, role-playing also, tested their classmate with the kinds of questions which could be expected from the village women. Later they offered a critical evaluation.

Presentations given before the class dealt with simple solutions. One student, using a flannel board, effectively showed how insects contaminate uncovered fruits and vegetables. She then showed how to make screen covers which would provide protection from insects, yet allow air to circulate around the food.

Dry beans and rice, traditionally stored by many villagers in uncovered containers, were shown via drawings to be permeated with the droppings of cockroaches and rats. Storage methods suggested by the student included cost-free jars and cans which could be saved from packaged purchases.

Another student instructed her listeners in the money- and time-saving advantages of providing storage space for clothing. Wardrobes, shelves, and simple chests were shown made from boxes normally discarded but available around any compound or village.

Each student further prepared for her eventual work as an Extension agent by preparing and taping an instructive 3-minute radio program. This was the first experience with taping for many in the group.

A problem which the girls anticipated and sought to avoid was that of making demonstrations and radio tapes so diverting that a village audience would be entertained but would miss the instructive message.

The girls also foresaw the need to positively identify themselves as Extension agents so that their visits would not be confused with those of politicians.

The reaction of the students to the Ohio University workshop was voiced by two of the girls, Miranice G. Sales of Brazil and Betty Onyejeli of Nigeria.

Miss Sales, who has several years of experience in Extension work in a northern county of Brazil, explained that her greatest problem was not how to get information to the women but how to convince them that they can improve their homes themselves.

"To get training in depth in Extension methods is very valuable," said Miss Sales. "It is good complementary training to courses in nutrition and microbiology. It helps us put our college course work into perspective so that it makes more sense in view of the problems we will face."

Miss Onyejeli capsuled the feelings of those students with no Extension experience. "The significant thing we have learned is how to analyze a problem and then how to work out a method of dealing with it. We are now more conscious of the problems we will face as Extension workers and can see how our education can be transferred to rural families." □

Two Helping Hands for 4-H

Two supporting organizations have made outstanding contributions to the modern 4-H program of Cooperative Extension. They are the National 4-H Service Committee and the National 4-H Club Foundation. Both were organized to provide specific kinds of support. Both are supported by contributions of businesses, organizations, foundations, and individuals.

Early experience in Extension youth work showed that a private organization to serve as liaison with private business and organizations could provide many resources to supplement public appropriations for youth work. These resources could be used to:

- Aid Extension in advancing membership, leadership, and influence of the 4-H program.
- Provide 4-H incentive awards, educational materials, and other supporting services.
- Coordinate and guide the efforts of donors in accordance with policies and needs expressed by Extension.

Thus, in 1921 the National 4-H Service Committee was founded. Volunteer key business executives, civic and agricultural leaders serve as directors and members to determine broad policy.

Major activities in carrying out the policies include the 4-H incentive awards program; the National 4-H Congress; arranging for and distributing literature pertaining to certain nationwide programs; supporting training programs for volunteer adult project leaders; operating a 4-H supply service; and publishing the National 4-H News for leaders and Extension workers and providing other information support.

New and different types of needs appeared as the program matured. These included pioneering new projects and techniques; bringing the knowledge of human devel-

opment-human relations to bear on the entire membership; developing international channels; and making citizenship-leadership education more significant in the 4-H program.

These new needs did not fit neatly into the purposes of the National 4-H Service Committee. Thus, Cooperative Extension organized the National 4-H Club Foundation in 1948 to serve needs in these areas.

The Board of Trustees contains representatives of Cooperative Extension, the National Association of State Universities and Land-Grant Colleges, and the National 4-H Sponsors Council.

To carry out its mission, the Foundation founded and operates the National 4-H Center, a training center for professionals, volunteers, and members; explores, develops, and tests new projects and techniques; conducts graduate level workshops for Extension professionals; conducts a wide variety of international programs including the IFYE program and teen caravans to foreign countries; conducts a citizenship-leadership program for senior 4-H members; conducts adult 4-H Leader Forums; and assists State 4-H Foundations and other State private groups to develop private resources in support of 4-H.

Thus, the roles of the two organizations and Extension are unique but interlocking. There is no good way to quantify the total impact of their combined efforts. But you can see the impact on individual members as they grow up, as their skills increase, as they advance to leadership positions in 4-H, and as they assume greater responsibility.

Try to imagine, if you will, the growth in one 4-H member multiplied by more than 3 million present members and more than 26 million alumni. The 8 million 4-H'ers around the world are also benefited. This gives some idea of the contributions these partners make to improvement of society through 4-H.—WJW